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Outcomes of Speech and Language Pilot Program for International Students

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OUTCOMES OF A SPEECH & LANGUAGE PILOT PROGRAM
FOR INTERNATIONAL STUDENTS

A Capstone Experience/Thesis Project

Presented in Partial Fulfillment of the Requirements for

the Degree Bachelor of Science with

Honors College Graduate Distinction at Western Kentucky University

By

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* * * * *

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2016

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ABSTRACT

Universities in the United States host a substantial number of international students every academic year. As of the 2015-2016 academic year, Western Kentucky University, located in south-central Kentucky, alone hosts over 1,400 international students. These students often face a number of challenges upon arrival in the United States, especially when it comes to language and cultural differences. A considerable body of research indicates that international students' educational performance and outcomes are significantly impacted by their cultural identities, psychological and sociocultural experiences, and attitudes in relation to English-speaking societies. Many international students attribute academic and social difficulties to a lack of proficiency in the English language and unfamiliarity with the local culture. To address these concerns, a five-week English language skills seminar was conducted for a group of international students, focusing on pronunciation, grammar, vocabulary, pragmatics, and acculturation. According to pre- and post-assessment and survey results, the seminar was effective in improving the students' English speech sound productions, as well as increasing their confidence when speaking in English. These results highlight the need for quality language and cultural education programs for international students in order for them to be more successful while studying abroad.

Keywords: International Students, Accent Reduction, Phonology, Grammar, Acculturation

Dedicated to all of the parties at WKU that collaborated on this project to help it come to fruition. To my late mother, Jamie, for being my guiding light. To my father and stepfather, Bill and John, for always pushing me to do my best. To the love of my life, James, for continuously supporting my endeavors. Also, to the international students at WKU for making the university such a rich, diverse community to learn in.

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Finally, I would like to thank my friends, family, and boyfriend. Their support and encouragement gave me the confidence and perseverance necessary to complete a project of this scope.

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TABLE OF CONTENTS

	<u>Page</u>
Abstract	ii
Dedication	iii
Acknowledgements	iv
Vita.....	v
List of Figures	vii
Chapters:	
1. Introduction and Related Literature	1
2. Planning the Seminar Series	8
3. Hosting the Seminar Series	14
4. Outcomes of the Seminar Series	22
5. Reflection on Project Successes & Suggestions for Improvement	24
6. Concluding Thoughts.....	27
References	29
Appendix.....	32

LIST OF FIGURES

<u>Figure</u>	<u>Page</u>
1.1 Foreign Countries Represented by Students at WKU, Fall 2014	3
2.1 English Language Skills Seminar Participants	10
2.2 Summary of Speech & Language Questionnaire.....	12
2.3 Participants' Target Speech Sounds by Week	14
4.1 Post-Assessment Results from PAPEL Attitudes Survey.....	22-23

CHAPTER 1

INTRODUCTION & RELATED LITERATURE

In recent years, the number of international students in U.S. institutions of higher education has increased to a record high. According to the most recent report published by the United States Immigration and Customs Enforcement, the number of international students studying in the U.S. in 2015 is up 9 percent over 2014 (“SEVIS,” 2). The report, which compiled data from the Student and Exchange Visitor Information System, found that 1.05 million foreign students are currently studying at different American universities and colleges (“SEVIS,” 2). The top 10 countries for producing international students in America were: China, India, South Korea, Saudi Arabia, Canada, Japan, Taiwan, Vietnam, Mexico and Brazil (“SEVIS,” 2). The largest field of study for foreign students include majors in science, technology, engineering, and mathematics fields, commonly called STEM fields (“SEVIS,” 3). More than 400,000 foreign students study these majors, a 17.7 percent increase since 2014 (“SEVIS,” 3).

At Western Kentucky University (WKU), a four-year institution located in south-central Kentucky at which this research project was conducted, the international student population is relatively small when compared to some other American institutions, but growing rapidly. According to the most recently published WKU Fact Book, students from foreign countries have more than doubled over the last five years (Helbig et al., 30).

In Fall 2014, there were over 1,400 international students at WKU compared to 581 in Fall 2010 (Helbig et al., 30). Students from Saudi Arabia, China, and Brazil accounted for over 66% of all international enrollment in 2014 (Helbig et al., 41). According to Brian Merideth, Associate Vice President for Enrollment Management, one of the many international recruitment strategies for WKU is to work with federal governments who are sponsoring students to study overseas (Voorhees, 2016). Several governments, including those of Saudi Arabia, Brazil, and Oman, pay for students' tuition and provide a stipend for living expenses (Voorhees, 2016). "The word is out that WKU is very serious about taking care of international students," Merideth said in a recent interview with the WKU Herald (Voorhees, 2016).

Taking care of international students requires an institution to look carefully at these students' needs and to accommodate those needs appropriately. Many studies have explored the challenges and hurdles experienced by international students attending institutions of higher education in the US. These difficulties include, but are not limited to, language difficulties, difficulties adjusting to the academic culture, misunderstanding, and complications in communication with faculty and peers; stress, anxiety, feeling of isolation, social experiences, culture shock, financial hardships, lack of appropriate accommodation, isolation and loneliness, and any adaption in their daily life (Wu, Garza, and Guzman, 2).

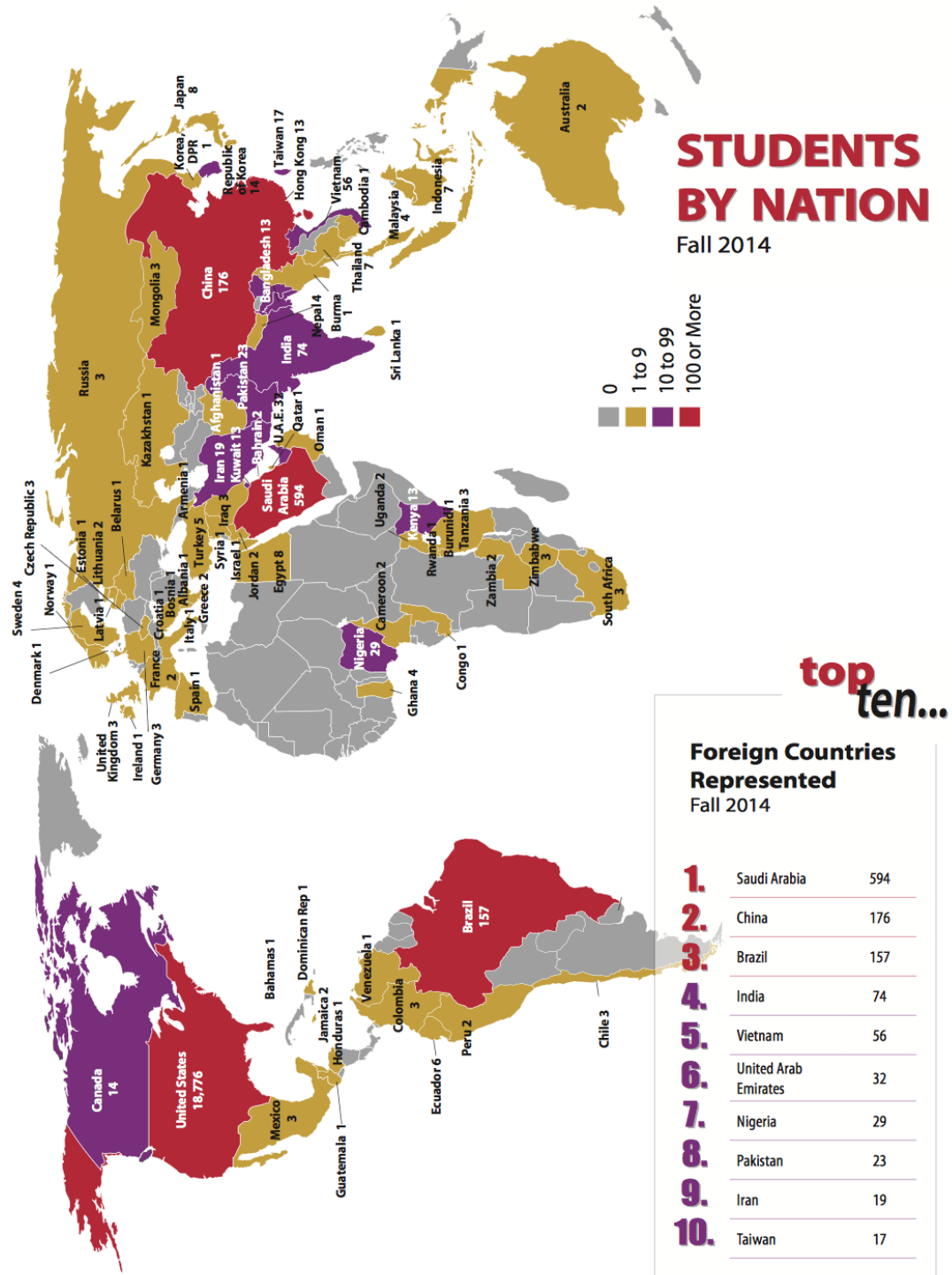


Figure 1.1 Foreign Countries Represented by Students at WKU, Fall 2014. Source: Helbig, T., Blaetz, T., Estes, S., Foraker, M., Hamlet, S., Huff, G., . . . Vincent, C. (2015, December). WKU Fact Book 2015 [PDF]. Bowling Green, KY: Western Kentucky University.

International Students' Social and Academic Acculturation

In a recent meta-study, Smith & Khawaja (2011) argue that there are five principal 'acculturative stressors' which inhibit successful acculturation:

1. **Language:** Not being able to communicate with the same efficacy or nuance as with the first language.
2. **Educational:** Not understanding the educational values or procedures of the host institution.
3. **Social:** Not knowing how to meaningful relationships with people from the host country, not understanding the culture, loneliness, etc.
4. **Discrimination:** Being discriminated against, actively or passively.
5. **Practical:** Money, time, weather, food, etc.

While all of these factors are of equal importance, this paper will look more closely at the linguistic barrier to acculturation and how that affects international students' academic and social outcomes.

Linguistic Barrier

Though considered by many to be an obvious issue faced by international students from non-English speaking backgrounds (NESB), the language barrier that these students face should not be discredited as a key concern. Language is considered one of the greatest academic issues hindering smooth adjustment for international students (Galloway and Jenkins, 2005). The studies discussed in this chapter highlighted international students' challenges in their academic learning.

In one study, Liu (2011) used her own experiences as an example to discuss her struggles as an international student in Canada. Liu expressed that her lack of English

proficiency became a barrier for successful participation in host community. She could not understand what her instructors and classmates were talking about in her graduate-level classes. She even had difficulty navigating everyday life, such as taking the correct buses, grocery shopping, or asking for help due to her lack of fluency in the English language. According to research by Cummins (1983), it usually takes longer for immigrant students to reach academic norms in a second language (i.e., 5 to 7 years) than to acquire interpersonal communication skills required for day-to-day conversation (i.e., about 2 years). It is assumed that international students from NESB who reside temporarily in a host country for the purpose of obtaining a degree might take even longer to obtain academic skills in the second language, and their limited language skills might be one of the determinants directly or indirectly influencing their academic success (Cummins, 1983). Therefore, their language proficiency might be a key factor in their academic success.

Besides the isolation from classmates, many international students also face the challenges from professors. For example, Terui (2011) examined six international students' struggles in interacting with native speakers. Findings from this study showed that international students had to pretend to understand the conversational contents exchanged with native English speakers due to their limited language proficiency. At times, a low English proficiency level would result in a negative impression from a professor because the professor perceived that the international student was not well-prepared for class. In another study, Probertson et al. (2000) surveyed staff's experiences with international students. The findings indicated that the staff was not empathetic due to the students' language proficiency. They criticized international students for not taking

responsibility for their academic advancement. Unfortunately, these studies show that international students often lack support in their academic learning.

During the stressful adaptation to a different culture, self-efficacy, or one's belief in one's ability to succeed in specific situations, plays a critical role as a personal resource that can protect against negative experiences and emotions, and health impairment (Jerusalem & Mittag, 1995). Individuals' perceived English fluency seems to be more related to a higher level of self-efficacy and confidence in social interactions. Consequently, this may lead to better adjustments to the host culture. International students with a higher level of perceived English fluency are reported to have more confidence in interacting with people and feel more comfortable in speaking and in class discussions (Yeh & Inose, 2003), show higher level of assertiveness and academic efficacy. They are also more likely to take initiatives in more academic interaction and reach out for academic help (Poyrazli et al, 2002).

While it is evident that a student's language barrier has a significant impact on his/her academic success, studies show that a language barrier also socially isolates these students. As Gallagher (2013) contends, international students often avoid contact with host nationals not because of lack of contact but rather due to fear, embarrassment or mistrust. In Barry's (1997, 2005) terms, integrative strategies should be endorsed, and students should be encouraged not to avoid being socially and linguistically separatist. Donnelly-Smith (2009) concurs, arguing that students should actively engage with the cultural practices of the country in which they study. Collentine (2004, 2009) notes that while study abroad experiences often lead to language learning/improvement and intercultural adjustment, such benefits are far from guaranteed, suggesting that simply

living abroad is not sufficient to guarantee social and personal adjustment to the host community. As a result, it is the host university's responsibility to aid international students in their academic and social adjustments and to promote an inclusive university culture.

This research was conducted to do just that: break down the linguistic and social barriers that affect international students' academic success and social interactions. Though the design and implementation of an English language skills seminar series, this study would investigate the relationship between self-perceived English language proficiency, measured English language proficiency, and the effects of a five-week English language skills seminar had on these two factories for a group of international students in a 4-year university located in south-central Kentucky, with the hope of providing insights for administrators and faculty members who wish to promote international students' academic and social success.

CHAPTER 2

PLANNING THE SEMINAR SERIES

While many language and acculturation resources exist at WKU for students who are just beginning to learn English (specifically the English as a Second Language Institute, ESLi), fewer resources exist for students who are proficient enough in the English to enroll in regular university classes but who still struggle with engaging fully in class and with their peers. Dr. Suguna Mukthyala, the former International Advisor in the College of Health and Human Services, took notice of this problem when advising some of her students and wanted to find a way to help them improve their speech and language skills so that they were successful both academically and socially. She reached out to Dr. Mary Lloyd Moore, the former Director of the WKU Communication Disorders Clinic, to see if the clinic offered any services to students wishing to modify their accents and hone their English skills. Knowing that I am both a Communication Disorders and Spanish student who is passionate about working with individuals from culturally and linguistically diverse backgrounds, Dr. Moore approached me with the idea of hosting some kind of program for international students from NESB who wished to improve their English skills. I saw this as the perfect opportunity to blend a number of my passions, hereby electing this as my Honors Capstone Experience project. This investigation delved into the need for services from those needing this kind of resource, as well as

considerable research into the barriers faced by the international student population. It should be noted that the aforementioned problems do not represent every challenge and concern for international students, yet serve to increase awareness of the issues at hand so that reasonable solutions, such as this, may be proposed.

Planning a seminar series that is customized to the specific needs of participants requires a great deal of planning. The semester-long undertaking was divided into the planning phase and the data collection phase. July, August, and September of 2015 were dedicated to logistics planning, resource acquisition, participant enrollment.

Logistics Planning

As with any event, a principle decision to make is the time and location of the event. My advisors and I decided that Academic Complex would be the most viable option to host the seminar series due to the central location of the building on campus and its large, technology-equipped classrooms. Considering that a large majority of students have classes to attend during the day for the majority of the week and prefer to enjoy leisure time on the weekends, Friday was selected as the best day of the week to host the series. A sequence of Fridays in the middle of the fall semester were chosen as the best option based on the preparation time needed for this event, as well as the general schedules of the participants.

Resource Acquisition

This project was very generously funded by a Faculty Undergraduate Student Engagement (FUSE) Grant in the amount of \$3,000. FUSE grants are designed to support undergraduate students' intellectual development by fostering active engagement in the

areas of research and scholarly activities. The grant allowed for acquisition of materials, paying research participants, and travel to conferences at which my advisor and I would present the outcomes of this project. A total of \$587 was spent on refreshments, writing utensils, miniature white boards and markers, copies of handouts, and gift cards for the participants who attended all five sessions of the seminar series. Deirdre Green in the College of Health and Human Services' Dean's Office was instrumental in helping me to acquire materials for this project.

Participants

Using WKU's mass e-mail system, an informational e-mail was sent out in late August to all currently enrolled international students during the Fall 2015 semester. Students were informed of the tentative dates, times, and topics covered during the sessions. The first 12 students to respond to the e-mail would be admitted into the program and the rest of the students would be put on a waiting list, just in case one of the 12 original students could no longer participate. My advisors and I decided that 12 students would be a good number so that our group felt small, yet diverse. I ended up receiving over 80 responses from students who wanted to attend the seminar series. Due to 4 students' scheduling conflicts, we were able to accommodate 4 students who had been placed on the waiting list. Two of the students who had enrolled only came to 1 of the sessions, so our final participant count ended up being 10 students. The following chart lists the participants by number, as to protect their identity, and includes their native language spoken, their age, and which English skills they felt that needed the most improvement:

Participant	Native Language	Age	Skills to Improve
1	Brazilian Portuguese	24	vocabulary, idioms, slang
2	Brazilian Portuguese	23	speaking more clearly, listening comprehension
3	Indonesian	23	vocabulary, writing essays, articulating sounds in words correctly
4	Indian Punjabi	27	pronunciation, listening comprehension, vocabulary
5	Indian Telugu	21	pronunciation, slang, speaking with increased fluidity
6	Chinese	23	vocabulary, speaking with fluidity
7	Chinese	27	pronunciation, writing essays
8	Bangladeshi Bengali	28	grammar, pronunciation, humor
9	Arabic	27	reading aloud, reading comprehension
10	Arabic	26	grammar, speaking on the phone

Figure 2.1, English Language Skills Seminar Series Participants

Assessment

In order to gain a better insight of the participants' specific needs, each student completed an informed consent document (Appendix A), a comprehensive speech and language assessment (Appendix C), and questionnaire (Appendix B) prior to the start of the seminar series.

The informed consent document described the nature and purpose of the project; an explanation of procedures; discomforts and risks; benefits; measures to ensure confidentiality; and the refusal/withdrawal policy (Appendix A). According to WKU's Institutional Review Board protocol, all participants were required to sign a copy of the

informed consent document (Appendix A) before proceeding with the rest of the assessment or attending the seminar series.

Next, participants were assessed using the Psycholinguistic Assessment Program for English learners by Daniel P. Dato (Appendix C). This test program is designed to evaluate the speaking and sound discrimination skills of adult learners of English. PAPEL evaluates the following aspects of speech:

1. Production of English consonants, vowels, and diphthongs;
2. Production of stress patterns
3. Production of intonation patterns;
4. Production of rhythm and voice features: rate, volume, linking, and nasality;
5. Production of selected grammatical structures;
6. Discrimination of sounds;
7. Discrimination of stress and intonation patterns

The assessment tests the production of isolated words and connected speech and provides data on grammatical structures and vocabulary. Originally designed for the accent reduction program created by Dato, PAPEL can now be used with any program to improve spoken English. It has been designed to test the speech of all English language learners, regardless of their native language. This assessment was particularly useful for creating the curriculum for the seminar series because it allowed me to see which speech sound errors students were making on a consistent basis and in which position(s) of the word. The spontaneous speech sample was also very helpful for me to determine the students' strengths with the English language, which grammatical structures were problematic, and the kinds of vocabulary the students used (or misused).

Finally, the students completed a speech and language questionnaire as part of the assessment process (Appendix B). Students disclosed their major, home country, native language, how long they have studied English, the native language of who taught them English, with whom they speak English, and more. A summary of the data can be found in the following table:

Participant	Age Student Began to Learn English	How Often English Is Spoken	Friends at WKU	Major
1	18 years old	<50% of day	Mostly from own culture group	Dental Hygiene
2	6 years old	About 2 hours every day	Mostly from own culture group	Dental Hygiene
3	7 years old	80% of day	Mostly from other culture groups	Organizational Leadership
4	4 years old	50% of day	Mostly from own culture group	Biochemistry
5	6 years old	About 1 hour every day	Mostly from own culture group	Computer Science
6	13 years old	About 1 hour every day	Mostly from other culture groups	Computer Science
7	7 years old	About 1 hour every day	Mostly from own culture group	Computer Science
8	6 years old	25% of day	Mostly from other culture groups	Environmental & Occupational Health Sciences
9	22 years old	25% of day	Entirely from own culture group	Corporate and Organizational Communication
10	11 years old	1 hour per day	Mostly from own culture group	Accounting

Figure 2.2, Summary of Speech and Language Questionnaire

Curriculum Development

Because each student attending the English Language Skills Seminar Series had unique strengths, needs, and goals, it was imperative that the sessions were structured so that all activities addressed the participants' needs in some way. For instance, students

participated in the game Two Truths and a Lie during week 3 of the seminar series. During the break between sessions 2 and 3, students were instructed to write three complete sentences, two of which were truthful statements about themselves and one of which was an untrue statement about themselves. Students who wanted practice forming (and writing) grammatically and syntactically correct sentences certainly got it with this activity. Students whose goal was to improve speaking with fluidity or saying words more intelligibly were able to practice these skills when the group went around the room to share the two truths and a lie. Students who wished to improve their listening comprehension skills gained practice as they listened to the other students' statements and had to comprehend to guess which one was the lie. All of the activities completed during the seminar series were designed to target multiple goals at once, such as in the aforementioned activity.

A cornerstone of this seminar series was improving the accuracy of English speech sound productions, as this was a need for all of the students. Based on the results of each participant's PAPEL assessment, I selected five groups of phonemes, or speech sounds, for students to practice over the course of the five weeks. Students from similar native language backgrounds had nearly identical errors; thus, students were grouped by native language to practice sounds together. The following table outlines the groups and which sounds they practiced each week:

Native Language	Week 1	Week 2	Week 3	Week 4	Week 5
Arabic	/p/ /b/	glottal stops	/i/ /ɪ/ /ε/	/u/ /ʊ/	/r/
Chinese	/l/ /r/	trigraphs	/i/ /ɪ/ /ε/	/u/ /ʊ/	/eɪ/ /aɪ/
Bengali	/θ/ /ð/	/s/ blends	/i/ /ɪ/ /ε/	/u/ /ʊ/	/r/

Indonesian	/θ/ /ð/	/s/ blends	/i/ /ɪ/ /ε/	/u/ /ʊ/	/r/
Portuguese	/θ/ /ð/	/s/ blends	/i/ /ɪ/ /ε/	/u/ /ʊ/	/ə/ /ʌ/ /æ/
Punjabi & Telugu	/w/ /v/	/ʃ/ /ʒ/	/r/	/u/ /ʊ/	/ə/ /ʌ/ /æ/

Figure 2.3, Participants' Target Speech Sounds by Week

Students were given worksheets with words containing the target speech sound(s) in the initial, final, and medial positions of the words (Appendix E). When the students were ready, they practiced the target sounds in sentences, a more difficult skill. Finally, they practiced the sounds in paragraphs/short stories, as to promote carryover into reading and conversational speech.

CHAPTER 3

HOSTING THE SEMINAR SERIES

The English Language Skills Seminar Series took place on five Fridays during the Fall 2015 semester: October 16, 23, 30, November 6, and 13. The following paragraphs will detail what activities were completed at each seminar over the course of five weeks.

Week 1

The first session began by giving a brief overview of the curriculum and what students could expect over the course of the next five weeks. To “break the ice”, each session began with an informal speaking activity so that students could get comfortable speaking in this small group setting and learn more about the other participants. Students were given a list of traits and were instructed to find someone who had those traits. The students would have to initiate a conversation with another student and form syntactically and semantically correct questions in order to find out if that student had the trait in question. For instance, the worksheet had students find someone in the group who spoke four or more languages.

Next, I gave a brief lesson on phrasal verbs to the participants, as they tend to be a very problematic grammatical structure for students from a NESB. A phrasal verb is an idiomatic phrase consisting of a verb and another element, typically either an adverb, as in *break down*, or a preposition, for example *see to*, or a combination of both, such as

look down on. Students worked in groups of two or three to come up with examples of phrasal verbs using an assigned word (e.g. *get*: *get up*, *get down*, *get into*, *get to*, etc.)

Third, students completed an activity about the millennial generation. This was a relevant topic, due to the fact that all of the participants were indeed millennials. Prior to watching a brief clip from YouTube about the millennial generation, the group completed a vocabulary matching activity, so the video clip would be more easily comprehended. The participants were to answer comprehension questions after watching the clip, and the entire group had a discussion comparing and contrasting the millennial “culture” here in the United States to the millennial “culture” in their home countries.

Finally, the students got about 30 minutes to get into their assigned small groups and practice week 1’s target speech sound(s). My advisors and a fellow classmate in the Communication Disorders program at WKU assisted me with facilitating the pronunciation practice and giving feedback on each student’s productions. Students were given worksheets with words, sentences, and paragraphs on them as described earlier (Appendix E), as well as a small handout on how to properly elicit the target speech sound. The students were able to hear others’ productions, which helped to build their sound discrimination skills.

For homework, the students were given the option to write in a provided journal about their experience at WKU so far. I would collect the assignment the following week and give them feedback within one or two days. I also encouraged everyone to practice their target speech sounds with a native English speaking friend, classmate, or professor who could give them accurate feedback on their productions.

Week 2

To begin the second session, students “broke the ice” by working on a proper handshake and maintaining eye contact. In the United States, eye contact and an appropriately firm handshake are considered to be signs of respect. This activity was also a great way for students to practice introducing themselves to someone else.

Next, I led the group in completing a phone conversation activity. Nearly all of the students expressed to me during their initial assessments that speaking on the phone was very difficult due to the other speaker’s voice being distorted and no ability to see nonverbal gestures to aid in communication. The students got into groups of two and practiced four scenarios: making a reservation at a restaurant, ordering a pizza, making a doctor’s appointment, and calling the maintenance office at an apartment complex to report a broken appliance. According to the program evaluation surveys, this was a favorite activity by many of the students, due to the real world nature of it.

Third, I gave a lesson on e-mail writing and etiquette. Examples of both well-written and poorly written e-mails were shown to students, and for homework, everyone got the chance to write their own e-mail to a professor asking to make an appointment to discuss a poor test grade. A packet of tips for formatting an e-mail was provided as well.

Finally, students broke into groups to work on the current week’s target speech sounds. Participants had the opportunity to play BINGO to practice sound discrimination skills and articulating the words correctly. Similarly to Week 1, students were given multimodal cues as needed and consistent feedback on their productions.

Week 3

To begin the third seminar, the participants played Two Truths & A Lie, as described in an earlier chapter. Students went around the room and shared three statements about themselves, one of which was a lie. The others guessed which statement was the lie, and often times the actual lie surprised everyone! This activity was not only full of laughs, but it also helped students practice their listening and speaking skills.

Second, I led the group in completing a “Fill in the Lyrics” activity. The students had some of the song’s lyrics provided to them, but they had to fill in the rest by listening closely to the words of the song. The first song was less challenging than the second one. Students enjoyed this activity because it helped them with their auditory discrimination abilities and provided them with strategies for listening to quick rates of speech (singing in this case).

Next, the group did a humor activity. Several students mentioned during their initial assessments that they had difficulty understanding when something was funny. Prior to watching a short video clip of comedian Aziz Ansari discussing marriage during a stand-up comedy show, the students defined some potentially difficult vocabulary to make understanding the content of the video easier. After watching the video clip a couple of times, we dissected the parts that were meant to be a joke and why they were funny. Many of the jokes were centered about traditional wedding rituals and how silly Ansari thought they were. This led to a very interesting discussion about weddings in other cultures. By this point in the seminar series, it was very evident that even some of the shyer students were more willing to speak up during group discussions.

Finally, as always, students got about 30 minutes to practice week 3's target sound(s) in their assigned small groups. New handouts and guides for eliciting the sound were dispersed among the students, and students were able to practice "old" target sounds with time permitting.

For homework, students were asked to choose one of three writing prompts to work on verb tenses and vocabulary. Each topic was geared towards a different verb tense (past, present, and future) and different sets of vocabulary (future goals, a difficult decision made in the past, and technology in society). Everyone was also given an article called "Growing Up Equal" accompanied by reading comprehension questions. Students were given the choice of which assignment(s) they wanted to complete, as not everyone needed work in these areas.

Week 4

To kick off the fourth seminar, students "broke the ice" by playing Taboo. All of the vocabulary followed a WKU theme (buildings on campus, the mascot, events, important people, etc.). Everyone got into groups of three, where one student was describing the target word without using the "taboo" words and the other two students were trying to guess what it was. The students took turns describing and guessing.

Next, I gave a brief lesson on idioms and provided students with an idiom dictionary for their reference during this activity and whenever they need it in the future. I broke up the class into groups of two and assigned two idioms to define. The students were also instructed to draw their interpretation of the literal meaning of the idiom and the actual meaning of the idiom. Students were able to use their dictionaries for assistance, if needed.

Third, the group and I dissected a short essay full of grammatical errors and no transitions and discussed how we could improve it. Students were provided with a packet of transitional words and their use(s) and essay formatting guidelines to have as a resource when writing papers in the future. For homework, students were to write an essay on one of three topics and incorporate transitions throughout the paper.

Finally, students worked on week 4's target speech sounds in small groups. With time permitting, some groups had the chance to practice speech sounds from previous weeks, during which time several students had shown significant improvement at the word level.

Week 5

Instead of doing an icebreaker at the beginning of the final session, the group completed a prepositions lesson and activity. The students were to write syntactically and semantically correct sentences using three assigned prepositions per person. As a full group, we discussed why the sentences were correct or incorrect, and the students were provided with a packet of prepositions, their uses, and example sentences to have as a resource going forward.

The students had expressed that they wanted to devote the majority of the final session to pronunciation practice, as that was a goal for every student attending the sessions. Everyone had the opportunity to work in small groups on one more new target speech sound (or sound pair) and review previously targeted sounds. Each student got individual practice time with me, one of my advisors, or one of the volunteers from the Communication Disorders program to help hone the placement and voicing of their target sounds.

CHAPTER 4

OUTCOMES OF THE SEMINAR SERIES

At the conclusion of Week 5 of the English Language Skills Seminar Series, the participants signed up for a second individual meeting with me to complete a program evaluation survey (Appendix D) and to retake the PAPEL to see if any gains had been made in accuracy of speech sound productions. Only three students made measurable, audible improvements with regards to accuracy of speech sound production. However, this result was not surprising due to the short duration of the seminar series. Test anxiety might also have been a factor. 80% of the participants (8/10) felt more confident when they spoke English, compared to how they felt about their skills during the initial assessment. Additional results from the PAPEL Attitudes Survey can be found below. Note that the terms “more confident”, “less difficult”, and “less often” refer to the comparison between the students’ attitudes before attending the seminar series and after attending the seminar series.

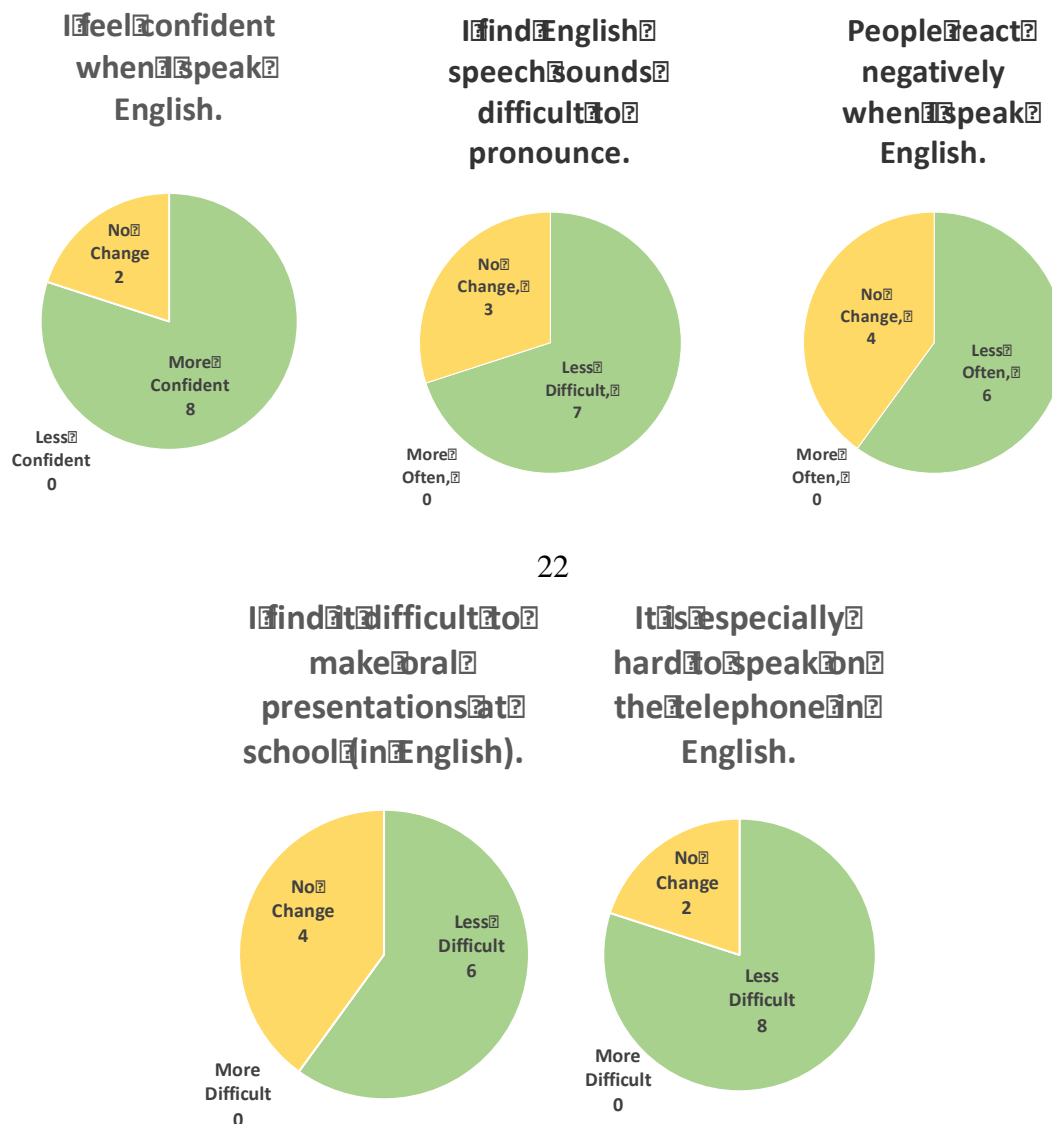


Figure 4.1, Post-Assessment Results from PAPEL Attitudes Survey

During informal conversations with some of the participants during the Spring 2016 semester, the students indicated that the benefits of the program continue to impact their academic and social lives on a daily basis. In fact, one participant participated in the 47th Annual WKU Student Research Conference and won her session for Best Oral Presentation. She also had a successful admissions phone interview with the department head from a university in Ohio and will be attending a Ph.D. program there this fall.

Another participant has taken on a leadership role in an honor society and expressed that he more readily participates in class discussions due to having more confidence in his speech and language skills. My hope is that WKU will continue to implement a speech and language seminar series such as this, so that more students can experience these very positive outcomes.

CHAPTER 5

REFLECTION ON PROJECT SUCCESSES & SUGGESTIONS FOR IMPROVEMENT

The English Language Skills Seminar Series has demonstrated both the need for and feasibility of providing quality speech and language instruction and practice to international students from NESB seeking that resource.

Anxiety stemming from the uncertainty of what was to come after a month of planning and preparation prevailed in the days leading up to the event. As with many first-time events, there was a high uncertainty as to the turnout rate. However, when attendees began to file in the door a few minutes before the first session was to commence, I knew that all would be fine. The most important goal was to provide students with quality speech and language instruction in a comfortable environment and supply them with tools and strategies that would help them continue to improve their speech and language skills after the seminar series had ended.

During my initial investigation, I was able to pinpoint the most common speech sound errors made by speakers of various languages, as well as common grammatical difficulties that students from a NESB face. These findings were paralleled by similar findings among the students enrolled in the seminar series, according to their initial assessments and comments made throughout the five-week course. This was important for the curriculum to address the most pressing of the students' needs, as to maximize the use of time allocated to this program.

Suggestions for improvement include publicizing the event in a more effective way and continually offering this seminar series to more groups of students each semester. With nearly 1,400 international students accounted for at WKU at the end of Fall 2014 (Helbig et al., 30), there are many more students who would benefit from a program such as this. It is recommended that that each session and the entire length of the seminar series last longer in order for students to have more time to practice the material presented.

Limitations and Recommendations for Future Research

This study had several limitations. First, it was limited to 10 students at one institution. It is recommended for further studies to include more small groups of students at perhaps more than one institution in order to have a larger sample size. Rural vs. urban university setting may yield different results. Second, this research was limited in regards to the length of instruction for students. Unfortunately, we cannot expect students to make large/significant improvements in their skills when meeting for only 1.5 hours once per week. In the future, students could meet twice per week for 2 hours or even once per week for 3 hours in order to have more time to complete lessons and activities and answer questions. Additional time would allow the researcher(s) to obtain more comprehensive information on international students' improvement. Finally, researchers should also take weekly data on students' speech sound productions to track weekly growth, if any.

It is of great necessity that higher education institutions in the United States recognize the unique challenges that international students face in terms of successful academic and social acculturation. A considerable body of research from a wide range of

disciplines strongly indicates that international students' educational performance and outcomes depend to no small extent on the learners' cultural identities and their psychological and sociocultural experiences and attitudes in relation to English-speaking societies. Further research is needed to ascertain how successful social and academic acculturation can be encouraged and catalyzed. More sustainable programs should be created by universities to break down barriers to acculturation, such as the one detailed in this thesis.

CHAPTER 6

CONCLUDING THOUGHTS

This project fulfilled several goals on both a personal and a professional level.

Personal Education

From a personal perspective, what I have learned about the international student community and their needs is that it is more open to receiving assistance and feedback from the native English-speaking community than I had previously imagined. I try to put myself in the shoes of those students because I know I, too, would feel rather uneasy about attending an event hosted by someone who may or may not understand my struggles. It would be difficult to discern whether these individuals were acting out of pity or sincere concern. I would also be nervous about my accent being critiqued and feeling incompetent in front of a group. However, judging by the demand for this seminar series and the dedication of the attendees, international students have demonstrated that they place some trust in our motives, thereby fulfilling our duty to formulate solutions from the outside to break down acculturative barriers.

Personal & Professional Successes

The entire planning, enactment, and reflection process has taught me a lot about how to design and carry out an age-appropriate, culturally sensitive, and effective speech

and language program for individuals from a NESB. Before undertaking this project, I would have never imagined the number of hours that goes into planning a curriculum. I

27

have even more respect for ESL teachers, tutors, speech-language pathologists, and even professors who must design lessons and activities to meet all of their students' needs.

The ultimate realization that I had from this experience is that I am capable of becoming a speech-language pathologist to serve the community that has inspired this project. I have appreciated the opportunity to unite the passions of my two academic majors and use them to promote the education and well-being of others. I improved my personal leadership abilities, my ability to be flexible when changes arise, and also my skills as a clinician. These are good characteristics of a successful speech-language pathologist, and for that reason, I will incorporate them in my future career.

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APPENDIX

	<u>Page</u>
A: Project Informed Consent Document.....	33-35
B: Speech & Languages Questionnaire	36-37
C: Psycholinguistic Assessment Program for English Learners (PAPEL).....	38-49
D: English Language Skills Seminar Evaluation	50-52
E: Sample Speech Sound Practice Worksheet.....	53

APPENDIX A

INFORMED CONSENT DOCUMENT



Project Title: Outcomes of an Pilot Program for International Students
Targeting Accent Reduction, Grammar, and Pragmatics

Investigator: Kelly Fussman, Dept. of Communication Sciences & Disorders, 615-513-4028

You are being asked to participate in a project conducted through Western Kentucky University. The University requires that you give your signed agreement to participate in this project.

The investigator will explain to you in detail the purpose of the project, the procedures to be used, and the potential benefits and possible risks of participation. You may ask any questions you have to help you understand the project. A basic explanation of the project is written below. Please read this explanation and discuss with the researcher any questions you may have about this document.

If you then decide to participate in the project, please sign on the last page of this form in the presence of the person who explained the project to you. You should be given a copy of this form to keep.

1. Nature and Purpose of the Project:

As an undergraduate student in the Department of Communication Sciences & Disorders and under the supervision of Dr. Mary Lloyd Moore, CCC-SLP, Associate Professor in the Department of Communication Sciences and at Western Kentucky University, and Dr. Suguna Mukthiyala, Former International Advisor in the College of Health and Human Services at Western Kentucky University, I am conducting research for a required Honors College Capstone Experience/Thesis Project on the outcomes of a pilot program for international students targeting accent reduction, grammar, and pragmatics.

The purpose of the survey you will complete is to help the researcher better understand your educational background, social language habits, and personal attitudes toward your English skills. The results of the survey will help shape the content of the speech and language seminar in which you will participate after the assessment. The seminar is designed to help to improve your spoken language skills in English and, hopefully, increase your confidence level when using English with peers. The pre- and post- assessment will help the researcher evaluate the seminar's effectiveness with helping you increase your English skills.

2. Explanation of Procedures:

If you decide to participate in this study, you will first complete a brief questionnaire that details your educational background, social language habits, and your attitudes toward your English skills. It should take approximately ten (10) minutes for you to complete the questionnaire. After you have completed the questionnaire, the researcher will assess your English skills using the Psycholinguistic Assessment Program for English Learners (PAPEL) *prior* to your attending the speech and language seminar. This comprehensive test program will evaluate your speaking and

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Expedited
Original - 7/15/2015

discrimination skills in the following aspects of spoken English: production of English consonants, vowels, diphthongs, intonation patterns, rhythm, volume, linking, nasality, and selected grammatical structures. This portion of the assessment should take no more than thirty (30) minutes to complete.

Following the pre-assessment, you will attend a seminar series of five (5) sessions, one (1) per week, each lasting an hour and a half to help you with English pronunciation, vocabulary, grammar, and pragmatics. Materials will be presented via group work, individual work, and interactive learning. Refreshments will be provided at each session.

Upon completion of the seminar, you will retake the PAPEL test, and results of this assessment will be compared to the results obtained from the assessment completed before the seminar. This test will be very similar to the first one. Again, this portion of the assessment should take no more than thirty (30) minutes to complete.

Finally, you will be asked to complete a post-seminar survey in which you will evaluate the overall effectiveness of the program and make any comments/suggestions for future seminars. This should take no longer than ten (10) minutes to complete. Upon completion of this final task, you will be presented with a \$20 Kroger gift card as a token of appreciation for your participation.

The researcher will contact you in January or February 2016 to complete one final assessment to see how your English skills have improved over the course of several months.

3. **Discomfort and Risks:**

There are no foreseeable risks associated with this research project, and the probability and magnitude of harm or discomfort anticipated in the research is very minimal. The investigators may stop the study or take you out of the study at any time they judge it is in your best interest. Anyone may stop the study at any time.

4. **Benefits:**

While it is expected you will benefit directly from participation in this study and seminar, it is hoped that the knowledge gained through your participation will help others at a later time.

It is reasonable to expect the following benefits from this research: more confidence using English with peers; a better understanding of vocabulary commonly used on campus; increased awareness of the social norms of language use in the United States; improved discrimination skills for English speech sounds and intonation patterns; and more accurate production of English speech sounds and intonation patterns. However, we can't guarantee that you will personally experience benefits from participating in this study. Others may benefit in the future from the information we find in this study.

WKU IRB# 16-013
Approval - 7/15/2015
End Date - 5/10/2016
Expedited
Original - 7/15/2015



5. **Confidentiality:**

The survey will contain some identifiable information; however, confidentiality is assured, and all data will be reported in the aggregate. Data will be stored in a locked cabinet, and no one except the researcher and the sponsor will have access to them.

6. **Refusal/Withdrawal:**

Refusal to participate in this study will have no effect on any future services you may be entitled to from the University. Anyone who agrees to participate in this study is free to withdraw from the study at any time with no penalty.

You understand also that it is not possible to identify all potential risks in an experimental procedure, and you believe that reasonable safeguards have been taken to minimize both the known and potential but unknown risks.

Signature of Participant

Date

Witness

Date

THE DATED APPROVAL ON THIS CONSENT FORM INDICATES THAT
THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY
THE WESTERN KENTUCKY UNIVERSITY INSTITUTIONAL REVIEW BOARD

Paul Mooney, Human Protections Administrator
TELEPHONE: (270) 745-2129



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Original - 7/15/2015

APPENDIX B



Speech & Language Questionnaire

Full Name: _____ Age: _____

Phone number: (_____) _____ - _____ Home country: _____

First semester at WKU: _____ Expected graduation date: _____

Major(s): _____ Minor(s): _____

Do you live (checkmark): () on campus () off campus

My roommates are: () from my own culture group () from another culture group

At what age did you start learning English? _____

What was the native language of your English teacher? _____

How long have you lived in an English-speaking country? _____

How often do you speak English? _____ Percent of the time? _____

With whom do you speak English? _____

Where do you speak English? _____

Your friends at WKU are: () entirely from your *own* culture group
 () mostly from your *own* culture group
 () mostly from *other* culture groups
 () entirely from *other* culture groups

Three things that are the *easiest* for you in English: _____

Three things that are the *hardest* for you in English: _____

Goals you hope to achieve through this workshop: _____

On a scale of 1 (bad) to 10 (great), rate your English skills:

Comprehension/Understanding: _____ Pronunciation: _____

Grammar: _____ Vocabulary: _____

Attitudes Profile *(taken from the PAPEL assessment)*

Directions: Read each statement carefully and place a check mark in the appropriate column, whether it applies 'often', 'sometimes', or 'rarely'.

	Often	Sometimes	Rarely
1. I am not clear to others.	_____	_____	_____
2. People ask me to repeat what I say.	_____	_____	_____
3. I find it difficult to make oral presentations at school.	_____	_____	_____
4. My accent interferes with my success.	_____	_____	_____
5. I avoid situations where I have to speak English.	_____	_____	_____
6. It is especially hard to speak on the telephone.	_____	_____	_____
7. People react negatively when I speak English.	_____	_____	_____
8. I find English sounds difficult to pronounce.	_____	_____	_____
9. Correct grammar is hard to use in spoken English.	_____	_____	_____
10. I do not understand many of the figures of speech that people say.	_____	_____	_____
11. At times I do <u>not</u> wish to speak like other Americans.	_____	_____	_____
12. At times my accent serves as an excuse for social mistakes.	_____	_____	_____
13. At times I think it is hard to change my accent at my age.	_____	_____	_____
14. At times I feel my accent is part of me; I can't change.	_____	_____	_____
15. At times I feel that I do not need to change my accent.	_____	_____	_____

I certify that the above information is true and accurate to the best of my knowledge.

Signature

Date

APPENDIX C

PSYCHOLINGUISTIC ASSESSMENT PROGRAM for ENGLISH LEARNERS

By: Daniel P. Dato

PAPEL Subtests

Subtest A:	Background	10 items
Subtest B:	Attitudes Profile	15 items
Subtest C-1:	Articulation of Isolated words and sample sentences	57 items
Subtest C-2:	Diagnostic passage:	19 items
Subtest C-3:	Spontaneous speech	5 items
Subtest D:	Discrimination of Sounds	32 items
Subtest E:	Discrimination of Stress, Intonation	12 items
Total number of test items:		150 items

Subtest A: Background.

This Subtest is designed to elicit important information about the student's language learning background and patterns of current usage in English as well as the native language.

Directions: WRITE in all necessary information including the answers to Items 1-10 in the Evaluation Booklet.

Native Language _____ Native Country _____

Name _____

Address _____

Other Languages _____

Telephone _____ Date _____

1. At what age did you start learning English? _____
2. How long have you lived in an English speaking country? _____
3. Where & what do you work/study? _____
4. When do you speak English? _____ % of time? _____
5. When do you speak your native language? _____ % of time? _____
6. On a scale of 1 (fair) -10 (good), rate your English skills:
Comprehension _____ Pronunciation _____ Grammar _____ Vocabulary _____

7. Have you studied English in the U.S.? _____ Where? _____
8. Can you find time to study 5 to 6 hours each week? _____
9. Do you have access to a recording device? _____ A computer? _____

Subtest B: Attitudes Profile.

In this Subtest there are 15 statements in which the teacher seeks information concerning the student's own feelings about his speech as well as those of others with whom (s)he communicates on a regular basis.

Directions: "Read each statement carefully and place a checkmark in the appropriate column, whether it applies 'often', 'sometimes', or 'rarely'."

	Often	Sometimes	Never
1. I am not clear to others.	_____	_____	_____
2. People ask me to repeat.	_____	_____	_____
3. I find it difficult to make oral presentations at school.	_____	_____	_____
4. My accent interferes with my professional success.	_____	_____	_____
5. I avoid situations where I have to speak English.	_____	_____	_____
6. It is especially hard to speak on the telephone.	_____	_____	_____
7. People react negatively when I speak English.	_____	_____	_____
8. I find English sounds difficult to pronounce.	_____	_____	_____
9. Correct grammar is hard to use in spoken English.	_____	_____	_____
10. At times I do not wish to give up my accent.	_____	_____	_____
11. At times I do not wish to speak like other Americans.	_____	_____	_____
12. At times my accent serves as an excuse for social mistakes.	_____	_____	_____
13. At times I think it is hard to change my accent at my age.	_____	_____	_____
14. At times I feel my accent is part of me; I can't change.	_____	_____	_____
15. At times I feel that I do not need to change my accent.	_____	_____	_____

Subtest C-I: Articulation of Stimulus Words and Sentences

This Subtest allows the teacher to analyze the pronunciation of each word in terms of individual segmental phonemes. If there is difficulty understanding the printed word, the teacher may show the Papel Pictures, which depict all 57 stimulus words. The sample Sentences allow the teacher to hear how each stimulus word is pronounced in context. When there is a discrepancy between the pronunciation of a word spoken in isolation and the pronunciation of the word in context, the difference should be noted because this indicates an inconsistency. For the Initial Evaluation differences should be transcribed in phonetic notation in the first rectangle following each component of the stimulus word. After each stimulus word the teacher will include the PPRs in abbreviated form for convenient summarizing at the end of the Subtest. The second rectangle will be used for differences noted in the Final Evaluation. When the word is pronounced correctly the rectangles are left blank. This allows for an easy appraisal of those sounds corrected during the program and those that remain problematic. The sample sentences can also provide information about the speaker's grammar, which can be useful in program planning. The sample sentences need not be written in their entirety; brief notes on problematic parts of the sentence are sufficient to contribute to a more insightful evaluation.

Directions: Record each word in isolation. Then use it in a grammatically acceptable sentence. For example: "belt. I wear a belt." The word used in sentences must be either singular or plural as indicated.

PHONOLOGICAL PROCESSES (PPRs)

INITIAL C VOWEL FINAL -C

1. Pool [p] _____ [uw] _____ [l] _____

Sample sentence: _____

2. Plate [pl] _____ [aɪ] _____ [t] _____

Sample sentence: _____

3. Prize [pr] _____ [aɪ] _____ [z] _____

Sample sentence: _____

4. Birds [b] _____ [ɜ] _____ [dz] _____

Sample sentence: _____

5. Block [bl] _____ [a] _____ [k] _____

Sample sentence: _____

6. Bread [br] _____ [ɛ] _____ [d] _____

Sample sentence: _____

7. Book [b] _____ [ʊ] _____ [k] _____

Sample sentence: _____

8. Masks [m] _____ [æ] _____ [skz] _____

Sample sentence: _____

9. Wheel [w] _____ [i] _____ [l] _____

Sample sentence: _____

10. Wood [w] _____ [ʊ] _____ [d] _____

Sample sentence: _____

11. Trunk [tr] _____ [ʌ] _____ [ŋk] _____

Sample sentence: _____

12. Twins [tw] _____ [ɪ] _____ [nz] _____

Sample sentence: _____

13. Desks [d] _____ [ɛ] _____ [skz] _____

Sample sentence: _____

14. Drum [dr] _____ [ʌ] _____ [m] _____

Sample sentence: _____

15. Dwarf [dw] _____ [ɔr] _____ [f] _____

Sample sentence: _____

16. Slides [sl] _____ [aɪ] _____ [dz] _____

Sample sentence: _____

17. Skate [sk] _____ [eɪ] _____ [t] _____

Sample sentence: _____

18. Screws [skr] _____ [u] _____ [z] _____

Sample sentence: _____

19. Square [skw] _____ [ɛ] _____ [r] _____

Sample sentence: _____

20. Smoke [sm] _____ [o] _____ [k] _____

Sample sentence: _____

21. Snails [sn] _____ [e] _____ [lz] _____

Sample sentence: _____

22. Spade [sp] _____ [eɪ] _____ [t] _____

Sample sentence: _____

23. Splint [spl] _____ [ɪ] _____ [nt] _____

Sample sentence: _____

24. Spring [spr] _____ [ɪ] _____ [ŋ] _____

Sample sentence: _____

25. Toys [t] _____ [ɔɪ] _____ [z] _____

Sample sentence: _____

26. Stripes [str] _____ [aɪ] _____ [ps] _____

Sample sentence: _____

27. Swing [sw] _____ [ɪ] _____ [ŋ] _____

Sample sentence: _____

28. Zebra [z] _____ [i] _____ [br] _____ [ə] _____

Sample sentence: _____

29. Legs [l] _____ [ɛ] _____ [gz] _____

Sample sentence: _____

30. Nests [n] _____ [ɛ] _____ [sts] _____

Sample sentence: _____

31. Cows [k] _____ [au] _____ [z] _____

Sample sentence: _____

32. Clock [kl] _____ [a] _____ [k] _____

Sample sentence: _____

33. Crabs [kr] _____ [æ] _____ [bz] _____

Sample sentence: _____

34. Queen [kw] _____ [i] _____ [n] _____

Sample sentence: _____

35. Vase [v] _____ [er] _____ [s] _____

Sample sentence: _____

36. Glove [gl] _____ [ʌ] _____ [v] _____

Sample sentence: _____

37. Grass [gr] _____ [æ] _____ [s] _____

Sample sentence: _____

38. Fence [f] _____ [ɛ] _____ [ns] _____

Sample sentence: _____

39. Flag [fl] _____ [æ] _____ [g] _____

Sample sentence: _____

40. Frog [fr] _____ [a] _____ [g] _____

Sample sentence: _____

41. Vest [v] _____ [ε] _____ [st] _____

Sample sentence: _____

42. Teeth [t] _____ [i] _____ [θ] _____

Sample sentence: _____

43. Thread [θr] _____ [ε] _____ [d] _____

Sample sentence: _____

44. These [ð] _____ [i] _____ [z] _____

Sample sentence: _____

45. Scythe [s] _____ [ar] _____ [ð] _____

Sample sentence: _____

46. Church [tʃ] _____ [ɜ] _____ [tʃ] _____

Sample sentence: _____

47. Judge [dʒ] _____ [ʌ] _____ [dʒ] _____

Sample sentence: _____

48. Shoes [ʃ] _____ [u] _____ [z] _____

Sample sentence: _____

49. Yarn [j] _____ [a] _____ [rn] _____

Sample sentence: _____

50. Rouge [r] _____ [u] _____ [ʒ] _____

Sample sentence: _____

51. Harp [h] _____ [a] _____ [rp] _____

Sample sentence: _____

52. Hive [h] _____ [aɪ] _____ [v] _____

Sample sentence: _____

53. Rings [r] _____ [ɪ] _____ [ɪŋz] _____

Sample sentence: _____

54. Curb [k] _____ [ɜ] _____ [b] _____

Sample sentence: _____

55. Beds [b] _____ [ɛ] _____ [dz] _____

Sample sentence: _____

56. Bulb [b] _____ [ʌ] _____ [lb] _____

Sample sentence: _____

57. Wasps [w] _____ [a] _____ [sps] _____

Sample sentence: _____

SUMMARY OF PHONOLOGICAL PROCESSES (PPR's): CONSONANTS

affr _____ alv _____ asp _____ cred _____

cdel _____ cins _____ clen _____ vins _____

vocal _____ deaffr _____ deasp _____ dent _____

depal _____ devoic _____ lab _____ lat _____

meta _____ pal _____ phar _____ retro _____

stop _____ trill _____

SUMMARY OF PHONOLOGICAL PROCESSES (PPR's): VOWELS & DIPHTHONGS

Vback _____ vdel _____ vfront _____ vleng _____

Vlow _____ vrais _____ vgloss _____

Subtest C-2: Diagnostic Passage

The purpose of the Diagnostic Passage is to test the student's ability to produce correctness and intonation patterns as he reads the passage from the printed page. To indicate errors on stress patterns the teacher places a primary stress mark (/) on the syllable in a multisyllabic word, which is inappropriately stressed. If the word, effort is pronounced with primary stress on the second syllable instead of the first, the teacher will mark the syllable where primary stress is mistakenly placed. Thus the word is marked *effort. Other levels of stress, whether secondary, tertiary or weak stress need not be marked at this time because it is sufficient to indicate the error in primary stress to alert the teacher of the student's need for work in this area.

Similarly, when an inappropriate intonation pattern is produced, a marking is made at the end of the sentence to indicate that a difference has been noted. Thus, if a yes/no question, with a normal 234 pattern, is mistakenly pronounced with a falling 231 pattern, then 231 is marked at the end of the sentence to show the distortion. A distorted stress pattern is a ppr marked as stress. A distorted intonation pattern is a ppr marked as into.

Directions: Look at the passage. Do you understand all the words? Ready'

REFLECTIONS OF A SUCCESSFUL LANGUAGE LEARNER

Most people would agree that childhood is the best time to acquire a foreign language. Does this mean that an adult's linguistic skills are lost? This is definitely not true! Many research studies have shown that adults can indeed achieve fluency in another language. More and more adolescents and adults are effectively learning foreign language skills including comprehension, speaking, reading and writing. However, you should understand that there are several key factors that contribute to successful language learning. The most important factor is the person's degree of motivation. Why do you want to learn another language? Are you willing to make the necessary commitment in time and effort? Learning can proceed rapidly and enjoyably if you can identify with the culture of the language being studied. You can even overcome a foreign accent

to the point where your pronunciation is intelligible and pleasant Make no mistake about it- acquiring native-like fluency in another language takes hard work and persistence. However, I promise you, it can be done! Let us emphasize, it must be done! Is overcoming an accent problem a necessity? How can our efforts contribute to intelligible speech? With perseverance you can achieve pleasant sounding speech, a total understanding of everything you hear, profitable reading skills for knowledge and pleasure, and a capability for writing with precision.

SUMMARY OF STRESS AND INTONATION PATTERN DISTORTIONS

Effort	/ .	_____	231 _____	234 _____	233 _____	251 _____
Improve	. /	_____				
Emphasize	/ . .	_____	RHYTHM & VOICE FEATURES			
Contribute	. / .	_____	rate _____			
Overcome	. . /	_____	volume _____			
Necessary	/ . . .	_____	linking _____			
Enjoyably	. / . .	_____	nasality _____			
Adolescents	. . / .	_____	pharyngealization _____			
Intelligible	. / . . .	_____				

Subtest C-3. Spontaneous Speech Sample

The spontaneous speech sample is designed to test the student's ability to speak in a conversational tone for 60 seconds or less about a topic he is no doubt knowledgeable – his work. The sample should reveal problems in rate, volume, linking, nasality and pharyngealization. These problems may be marked X on the score sheet along with stress and intonation pattern distortions.

Directions: In 60 seconds describe the work you do or would like to do. (Think about it for 30 seconds.) Ready?

SUMMARY OF RHYTHM AND VOICE FEATURES: C-2, C-3

Rate of speech: _____ Volume: _____ Linking: _____
 Nasality: _____ Pharyngealization: _____

Subtest D: Discrimination of Sounds

Subtest D assesses the student's ability to discriminate sounds when presented in the form of minimal pairs of words. The student does not look at any printed words or at the teacher's lips but concentrates on listening to the person reading the words. After hearing each minimal pair the student judges the words to be same or different. The teacher marks an X in the appropriate column only when the student has made an error in judgment.

Directions: You are to tell whether the words in each pair are the same or different.

Example: pin bin – SAME or DIFFERENT? Yes, they are different.

	SAME	DIFF.		SAME	DIFF.
1. pole bowl	_____	_____	17. curt cart	_____	_____
2. dime time	_____	_____	18. merry merry	_____	_____
3. cave gave	_____	_____	19. tim tin	_____	_____
4. bind bind	_____	_____	20. just jest	_____	_____
5. big dig	_____	_____	21. forth force	_____	_____
6. down gown	_____	_____	22. raise raise	_____	_____
7. fought thought	_____	_____	23. cot kite	_____	_____
8. vat that	_____	_____	24. end and	_____	_____
9. thing sing	_____	_____	25. edge etch	_____	_____
10. sew show	_____	_____	26. deaf deaf	_____	_____
11. dish dish	_____	_____	27. raw raw	_____	_____
12. ruse rouge	_____	_____	28. rink link	_____	_____
13. cooed could	_____	_____	29. worm warm	_____	_____
14. boat boat	_____	_____	30. chow chow	_____	_____
15. caught coat	_____	_____	31. toy tie	_____	_____
16. hut hot	_____	_____	32. cow coy	_____	_____

Subtest E: Discrimination of Stress and Intonation Patterns

As in Subtest D, the same procedure is used in Subtest E for testing the student's ability to discriminate stress and intonation patterns in minimal pair utterances. The student hears a pair of utterances and judges whether they are the SAME or DIFFERENT. The teacher marks X only when the student has judged incorrectly. Each ppr is marked discr.

Directions: Listen to each pair of utterances and indicate SAME or DIFFERENT.

Example 1: REcord, reCORD. REcord is a noun; reCORD is a verb. Thus, they are different.

Example 2: John left the HOUSE (not the OFFICE). JOHN left the house (not BILL). They are different.

	SAME	DIFFERENT
1. perMIT, PERmit	_____	_____

- | | | |
|--|-------|-------|
| 2. conDUCT, CONduct | _____ | _____ |
| 3. CONtrast, CONtrast | _____ | _____ |
| 4. Dark room, darkroom | _____ | _____ |
| 5. Blackbird, black bird | _____ | _____ |
| 6. Green house, greenhouse | _____ | _____ |
| 7. Dan is going to TOKYO.
DAN is going to Tokyo. | _____ | _____ |
| 8. The sale is ON this week.
The sale is on THIS week. | _____ | _____ |
| 9. Is Peter WORKING tonight?
Is Peter WORKING tonight? | _____ | _____ |
| 10. Why is SHE here?
Why is she HERE? | _____ | _____ |
| 11. Can you SEE, Mary?
Can you see MARY? | _____ | _____ |
| 12. We finished the WORK, didn't we?
We finished the work, DIDN'T we? | _____ | _____ |

SUMMARY OF STRESS AND INTONATION DISCRIMINATION ERRORS

1. ./ / . _____
2. ./ / . _____
3. / . / . _____
4. ^ / / . _____
5. / . ^ / _____
6. ^ ? / . _____
7. Dan ... TOKYO / DAN ... Tokyo _____
8. ...ON...week / on...THIS _____
9. Peter WORKING / Peter WORKING _____
10. Why ... SHE ... / Why ... HERE _____
11. ... SEE, Mary / ...see MARY _____
12. ...WORK, didn't we / work, DIDN'T WE _____

APPENDIX D



English Language Skills Seminar Evaluation

Reflect on the seminar series as a whole. Please rate the following statements using the scale below.

4 = Strongly Agree	3 = Agree	2 = Disagree	1 = Strongly Disagree
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1. The seminars met my expectations.	4	3	2	1
2. The content was helpful and useful.	4	3	2	1
3. The handouts were helpful and useful.	4	3	2	1
4. The difficulty level of the seminar was appropriate.	4	3	2	1
5. The size of the group was appropriate.	4	3	2	1
6. The format was enjoyable and easy to follow.	4	3	2	1
7. The teacher had a good understanding of the topics.	4	3	2	1
8. I could understand the teacher well when she spoke.	4	3	2	1
9. The activities were fun and engaging.	4	3	2	1
10. The homework helped me improve my skills outside of class.	4	3	2	1
11. The seminar was worth my time.	4	3	2	1
12. The length of the seminar was appropriate.	4	3	2	1
13. I feel that I learned a lot during the seminar.	4	3	2	1
14. The refreshments and gift card were good incentives to attend.	4	3	2	1
15. I recommend that the seminar be offered to more students.	4	3	2	1

Now reflect on the activities and lessons from the seminars. Please rate them based on the scale below.

5 = Very Helpful	4 = Helpful	2 = Not helpful	1 = Not Helpful At All	ABS = Absent
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October 16, 2015

1. "Find someone who..." icebreaker	4	3	2	1	ABS
2. Phrasal verbs lesson & group activity	4	3	2	1	ABS
3. Millennials YouTube video and activity	4	3	2	1	ABS
4. Pronunciation practice	4	3	2	1	ABS
5. Homework: Journal entry about your experience at WKU so far	4	3	2	1	ABS

October 23, 2015

6. Shaking hands and eye contact lesson and icebreaker	4	3	2	1	ABS
7. Writing e-mails lesson and activity	4	3	2	1	ABS
8. BINGO to review week 1's sounds	4	3	2	1	ABS
9. Pronunciation practice	4	3	2	1	ABS
10. <i>Homework</i> : E-mail to a professor writing activity	4	3	2	1	ABS
11. <i>Homework</i> : Count/non-count nouns worksheet	4	3	2	1	ABS

October 30, 2015

12. Two truths and a lie icebreaker	4	3	2	1	ABS
13. Fill in the lyrics activity	4	3	2	1	ABS
14. Aziz Ansari humor video clip & activity	4	3	2	1	ABS
15. Pronunciation practice	4	3	2	1	ABS
16. <i>Homework</i> : Short essay to review verb tenses	4	3	2	1	ABS
17. <i>Homework</i> : "Growing Up Equal" article & questions	4	3	2	1	ABS

November 6, 2015

18. Taboo icebreaker	4	3	2	1	ABS
19. Idiom lesson & activity	4	3	2	1	ABS
20. Transitional words in essays lesson and activity	4	3	2	1	ABS
21. Pronunciation practice	4	3	2	1	ABS
22. <i>Homework</i> : Will & would practice worksheet	4	3	2	1	ABS
23. <i>Homework</i> : Short essay incorporating transitions	4	3	2	1	ABS

November 13, 2015

24. Prepositions lesson & activity	4	3	2	1	ABS
25. Pronunciation practice	4	3	2	1	ABS
26. <i>Homework</i> : Articles handout & activity	4	3	2	1	ABS

Please answer the following questions regarding the seminar series.

- 1. What were the most useful/helpful aspects of the seminar?**
- 2. What changes should be made to enhance/improve this program?**
- 3. What additional topics would you have liked to learn about, discuss, and/or review?**
- 4. Additional comments:**

APPENDIX E: Sample Speech Sound Practice Worksheet

/L/ PRACTICE

Academic Words

Label	Legislation	Laconic	Loss	Interval
Labor	Legitimate	Laudable	Layer	Invisible
Lack	Level	Lavish	Sample	Jovial
Largely	Liable	Lethargic	Select	Influence
Latter	Liberty	Lucid	Mobile	Evolve
Launch	License	Luminous	Illuminate	Employ
Lecture	Likely	Limit	highlight	Deplete
Legal	Location	Loose	Mental	

Sentences

- Because he fell off his bike into a rosebush, the paperboy's skin was covered with lacerations.
- The author's laconic style has won him many followers who dislike wordiness.
- The bungee-jumping tower was a great liability for the owners of the carnival.
- The government has set a clear limit on how much pollution factories are allowed to release into the atmosphere every year.
- The most logical reason for her poor test scores is that she didn't prepare herself well enough.

Stories

Laundry Day

Lynn loved to do laundry. In fact, she would call her family to tell them every time she did laundry! She would watch baseball on the couch with her pillow and a bowl of green salad whenever she did laundry. She looked at her calendar and it said laundry was this Saturday. She called her family to tell them. Her mom told her she didn't want to listen to her talk about laundry. "We can talk about lotion, lightning, or polar bears, I don't care! Just not laundry," she said. "But I have some new shoelaces and a towel that I am washing with my laundry today," Lynn said. "Please, no more laundry talk. I am going on a long walk to think about ladders and marshmallows. That should keep my mind off of laundry."

Fireworks Show

Dale jumped up when he heard his alarm. Today was the fourth of July and he couldn't wait to watch the firework show! He found a tall hill that he could watch the show from very well. He and his family ate lunch on the hill, threw a ball around, and played silly games all day until it was time for the show. The fireworks were bright and loud like lightning. Dale liked to look at all of the different colors that lit up the sky. After the show was over he got a call from his Uncle Larry. Uncle Larry studied leaves in Brazil and called to ask Dale about the firework show. Dale told his Uncle how great the show had been. Uncle Larry laughed and said, "That is wonderful! I wish I could have been there to celebrate with you. We'll see, maybe I can visit next year."